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ABSTRACT

This project introduces a syllabus for studying comparative politics among Canada, Pakistan, and Japan. Students learn that comparative politics provides an understanding of how different political systems operate and the importance of culture in understanding politics. Three functions are addressed in the course: system functions, process functions, and policy functions. These concepts are studied in terms of how Pakistan, with its diverse ethnic group, struggles to maintain its political system and strength. The following texts are suggested: "Comparative Politics: A Theoretical Framework" (Almond et al.); "Continental Divide: The Values and Institutions of the United States and Canada" (Lipset); "Pakistan: The Continuing Search for Nationhood" (Burki); and "The Enigma of Japanese Power: People and Politics in a Stateless Nation" (van Wolferen). A 13-item list of related readings concludes the syllabus. (JAG)

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1994 Fulbright-Hays Seminar Abroad Projct

Islam Through the History and Culture of Pakistan

William E. Wilson
Saint Michael's College
Colchester, Vermont
1994

SO 026 351

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FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM REPORT

"Islam Through the History and Culture of Pakistan"

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Introduction: This report provides a summary of project work in curricular design undertaken as a result of participation in the Fulbright-Hays Seminar in Pakistan during July, 1994. As outlined in the proposal, participation in this seminar enabled inclusion of Pakistan as a country of focus in PO205, Comparative Politics, taught as an entry level global studies course at Saint Michael's College. This inclusion will be discussed within the proposed standards of Objectives, Strategies, Materials, Questions, Background Notes, and Evaluation.

OBJECTIVES: As presented in the course syllabus for Comparative Politics (Appendix I), the purpose of the course is "to provide [the student] with an understanding of comparative politics which will, when applied to specific countries, provide insights into how different political systems operate and the importance of culture in understanding politics. Intrinsic to the accomplishment of this purpose is cultivation of skills in reading, writing, listening and speaking.

STRATEGIES:

The Comparative Politics course has four components: 1) theory, and the application of theory to three nations- 2) Canada, 3) Pakistan, and 4) Japan. The introduction of a common analytical framework allows the students to examine how a western political concept, parliamentary government, has been shaped within three distinct nations. Through class discussions, reports, and analytical essays culminating in a final examination, students develop an understanding of what it means to compare politics across nations.

Focus upon the functions of political systems provides the analytical framework for application of the three nations. The following functions are addressed in the initial portion of the course:

A. System Functions: socialization, recruitment, communication
B. Process Functions: interest articulation, interest aggregation, policymaking, policy implementation/adjudication
C. Policy Functions: extraction, regulation, distribution

Regardless of culture or history, every political system performs these functions, yet they are accomplished differently as a function of culture, history, and geography.

Having examined the three functions in the abstract, the course moves to examine each nation. The teaching technique is the traditional liberal arts approach of examining a common text supplemented by individual/group research and analysis. The focal points for analysis are class discussion, journals, and analytical essays.

In the examination of Pakistan, the Fulbright-Hays Seminar has contributed both to a general cultural understanding of Pakistan as well as a fuller understanding of the political system itself. Some illustrative comments of the application to comparative politics may prove helpful.

GENERAL CULTURAL: Notwithstanding its unique features, Pakistan represents the classic case of a rich and ancient civilization fragmented in the era of European imperialism and created as a modern state with boundaries conforming more to European interests than culture, religion, or geography might support. In the absence of a unifying geography, language, racial or ethnic ties, or history, the search for an indentifying thread to the existence of Pakistan turns on Islam; many have compared its basis for existence to that of Israel. The Seminar provided the opportunity to study, observe, and speak at length with those in the private and public sector in order to gain a sense of the meaning of Pakistan as a nation and the struggle for its realization. Perhaps understandably absent from scholarly materials, but clearly evident in discussions and media examinations, is the sense of dynamism of this unfinished process.

SYSTEM/PROCESS/POLICY FUNCTIONS:

1. System (Socialization, Recruitment, Communication): Visits to schools and universities, discussions with public servants, politicians, journalists, and opinion leaders all served to give a sense of this activity in Pakistan. Perhaps most fascinating for students is to gain a sense of the impact of low literacy on the formation of political attitudes and to understand politics as a "high-risk" undertaking in a nation that has functioned with democratic institutions for only a short period of its brief history.

2. Process (Interest articulation, Interest aggregation, Policymaking/implementation/adjudication): Always of interest to students is how interests are articulated and aggregated in the society. Beyond the observation of demonstrations and monitoring media, the central role of the dominant political party (PPP) provides an interesting case study of the creation and nurture of a political party. The functioning of democratic government with particular attention to successive constitutions and amendments will help illustrate the still unfinished effort to develop political institutions to carry out policy functions in harmony with the cultural values of the society.

APPENDIX I: Syllabus

PO205 BILL WILSON
COMPARATIVE POLITICS-FALL 1994

PURPOSE: As a new generation is thrust into a changed international environment, an understanding of other nations' political systems is essential. Not only is this understanding necessary for conducting one's life in the global arena, it also provides the ability to make judgments about one's own political system. Accordingly, the purpose of this course is to provide you with an understanding of comparative politics which will, when applied to specific countries, provide insights into how different political systems operate and the importance of culture in understanding politics. This study will take place within the context of liberal studies which is attentive to the most fundamental questions of human experience and values. Offered as a "global studies requirement" and as an elective course in political science, there are no prerequisites.

CONDUCT: This course demands your active participation through reading, writing, listening, and speaking. Central to our work is the reading of a "text" of assigned readings. From this departure point, we will investigate the meanings and implications of each subject addressed.

After an introductory examination of the nature of comparative politics, the course will focus on a peculiarly western political concept, parliamentary government, and how it has been shaped within the cultures of three different nations: Canada, Pakistan, and Japan. Through class discussion, reports, and analytical essays culminating in the final examination you will develop an understanding of what it means to "compare politics." In each case there will be an "experiential" element to supplement the readings. At the outset, we will use a simulation to acquaint you with the nature of cross-cultural understanding. There is the possibility of a field trip to Ottawa to visit parliament, and we will sample ethnic food and film to supplement our examinations of Pakistan and Japan.

REQUIREMENTS:

1. Essays- A series of four analytical essays of approximately five pages in length will be submitted on assigned topics; re-writes for improved grades are encouraged. (See Handout: Written Work)

2. Class Participation- Students are expected to attend classes, keep a journal (See Handout: Journal), and participate in class assignments and discussion.

4. Final Examination- The final examination will be open-notes, closed book, and three hours in length.

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3. Policy (Extraction, Regulation, Distribution)
The relationship of government policies to the populace provides special interest in Pakistan. Securing sufficient taxes to support existing government activities is difficult in a poor society. Moreover, saddled with heavy debt costs and a large defense budget, it is difficult for the government to divert scarce public funds into many of the distribution activities which have become an expectation of modern governments. Finally, regulating the activities of the nation suffers from a lack of resources as well as areas and peoples who assert their own autonomy through tribal linkages.

QUESTIONS:

Class discussion, journals, and analytical essay questions focus on comparing functions across cultures. For example, an essay question might ask how interest aggregation is accomplished in Canada and Pakistan. Further, such a comparative analysis also invites some reflection on how such a function **should** be performed in a society with reference to how the "public good" might be defined. Since the institution most often associated with this function is political parties, the direction of analysis moves to the role of political parties in each society, their nature, strength, goals, activities, etc. Such a comparison grows out of class discussions and the use of readings. The development of essay questions is cumulative, with each subsequent essay drawing back on previous nation studied as well as incorporating the new nation. The final examination involves comprehensive analysis of all of the nations studied.

MATERIALS:

A. There are two types of readings developed with attention to Pakistan: text and individual readings. The text to be used is Shahid Burki's Pakistan: The Continuing Search for Nationhood. Supplementing this general class reading, a reader has been developed for individually assigned readings and reports. While still under development, the readings selected thus far provide a broad and diverse perspective to Pakistan and its culture (Appendix II).

B. Beyond readings, use will be made of slides taken to provide a general cultural background to supplement political analysis. (Appendix III).

EVALUATION: There are two levels of evaluation-- student and course. Student evaluation is accomplished through class discussion of texts and evaluation of essays by both teacher and students. Re-writes of papers are encouraged for improved grades. In addition, there is a course evaluation which will invite comment on specific achievements associated with the course objectives.

TIMETABLE: The course will be offered in Fall, 1994 and at least annually thereafter.

EVALUATION: Evaluation is an important element of this course, not simply in terms of grades but in the sense of the responsibility of each class member to critically evaluate the ideas presented. I encourage your critical views on course content and method throughout the semester; a formal questionaire will be used at the end of the course.

1. Student Evaluation
   Essays (4 @ 100)..... 400 quality points
   Class Participation
   Journals.....100
   Final Examination.....200
   700 quality points

Final letter grades will be determined based upon quality points awarded for fulfillment of course requirements.
(See Handout: On Written Work)

COURSE POLICIES:

1. This course is conducted in conformance with the policy on academic integrity explained in the Student Guide. If you have any questions regarding this policy applied to any assignment please ask.
2. All students must complete all course requirements for a passing grade.
3. The penalty for unexcused late submissions is the quality point equivalent of one grade per day. If for some reason you cannot get the assignment completed, contact me before the submission date. I have message capability on home or office phones.
4. Because this class involves the obligations of a collective effort in education, attendance will be taken regularly; more than three unexcused absences will result in a grading penalty of 5 quality points per missed class.
5. Students with documented learning differences should contact me to make any necessary special arrangements for fulfillment of the course requirements.

OFFICE HOURS: Monday/Wednesday/Friday 2:00-3:00
Tuesday/Thursday 11:00-12:00 or by appointment

Office: Saint Edmund's Hall, Room 349 (654-2466)
Home: Pleasant Valley Road, Underhill Center (899-3091)

I encourage you to come in to go over your papers, discuss the texts, or just to talk. It helps if you make an appointment, but don't hesitate to stop in if my door is ajar. Also, you can always send me a message via electronic mail [address: WILSON]; timely replies are guaranteed.

A WORD ON TEXTS: in order of their use)

As I noted, texts are central to our work in this course; they provide basic information as well as raising questions for our understanding and thinking. In all cases, I recommend you take notes on your readings for easy reference. Note, the final examination is open notes, closed book. When there are double chapters assigned, we will divide the reading assignments among class members.

Gabriel Almond, Bingham Powell, and Robert Mundt, Comparative Politics: A Theoretical Framework (New York: HarperCollins, 1993). This work is the brief version of a larger textbook. Written for an introductory course on the subject, it provides the vocabulary and concepts you will need to compare political systems.

Seymour Martin Lipset, Continental Divide: The Values and Institutions of the United States and Canada (New York: Routledge, 1991). This study is directly comparative and examines both the United States and Canada. Such an approach allows you to move from your own society to one which in some ways is similar but in others is quite different.

Shahid Burki, Pakistan: The Continuing Search for Nationhood (Boulder: Westview, 1991). This analysis will provide the basic framework around which to focus on the peculiar problem of the Pakistan state and its attempt to become a nation.

Karel van Wolferen, The Enigma of Japanese Power: People and Politics in a Stateless Nation (New York: Random House-Vintage, 1990). Much in the news, this analysis of political power in Japan has been controversial but has received much acclaim. Because of cultural differences, this book should stretch your understanding of politics and culture.

Reader. I have assembled a collection of readings which will be on reserve in the library. They include primary documents of each nation, political and cultural analyses, and current events. I will assign some readings individually as the course progresses.

APPENDIX II: READINGS

SOURCES: PAKISTAN

Collins, Larry and Dominique Lapierre
Freedom at Midnight
New York: Avon, 1975.
[Chapter 14, "The Greatest Migration in History"
pp. 367-399]

Esposito, John L.
Islam and Politics
(Syracuse: Syracuse University Press, 1987)
Chapter 4, "The Modern State," pp. 111-120.
Chapter 5, "Contemporary Politics," pp. 162-178.

Esposito, John L.
"Political Islam: Beyond the Green Menace"
Current History January, 1994 pp. 19-24.

Huntington, Samuel P.
"The Clash of Civilizations?"
Foreign Affairs, Summer 1993 (72:3) pp. 22-49)

Kipling, Rudyard
The Best of Kipling
(Garden City: Doubleday, 1968)

Kipling, Rudyard
Gunga Din and Other Favorite Poems
(New York: Dover, 1990)
"The Ballad of East and West" pp. 6-9
"Gunga Din" pp. 27-29
"The White Man's Burden" pp. 52-53

Lewis, Bernard
"The Roots of Muslim Rage"
The Atlantic Monthly, September 1990 (266) p. 60

Moorhouse, Geoffrey
To The Frontier: A Journey to the Khyber Pass
(New York: Henry Holt, 1984)
Chapter 6, "In the Name of the Prophet" pp. 131-155

Naipaul, V.S.
Among the Believers: An Islamic Journey
(New York: Knopf, 1981)
Chapter 2, "Karachi Phantasmagoria" pp. 102-124.
Chapter 6, "The disorder of the Law" pp. 156-169.

Newburg, Paula
"Dateline Pakistan: Bhutto's Back"
Foreign Policy Summer 1994 (95) pp. 161-163

COURSE OUTLINE AND READINGS

Date	Readings	Assignments
T 08/30	INTRODUCTION	
	THEORETICAL FRAMEWORK	
Th09/01	Almond 1-2	
T 09/06	3-4	
Th09/08	5-6	
T 09/13	7-8	
Th09/15	Simulation- BaFa BaFa	
T 09/20	Discussion.....	Essay #1
	CANADA	
Th09/22	Lipset 1	
T 09/27	2-3	
Th09/29	4-5	
T 10/04	6-7	
Th10/06	8-9.....	Journals
T 10/11	no class	
Th10/13	10-11	
T 10/18	12.....	Essay #2
	PAKISTAN	
Th10/20	Burki, I	
T 10/25	II	
Th10/27	III	
T 11/01	IV	
Th11/03	V	
T 11/08	Discussion.....	Essay #3
	JAPAN	
Th11/10	Wolferen 1,2	
T 11/15	3,4,5	
Th11/17	6,7,8	
T 11/22	9,10,11.....	Journals
Th11/24	No class	
T 11/29	12,13,14	
Th12/01	15,16	
T 12/06	Discussion.....	Essay #4
Th12/07	Review	

Rahman, Fazlur
Major Themes of the Qur'an
Minneapolis: Bibliotheca Islamica, 1989
Chapter 3, "Man in Society"

Reeves, Richard
Passage to Peshawar
(New York: Simon & Schuster, 1984)
Chapter 2: "The Materialism of the Illiterate Masses," pp. 24-48
Chapter 7: "Who Runs Pakistan?" pp. 108-120
Chapter 10: "Behind the Veil," PP.143-151

Wolpert, Stanley
Jinnah of Pakistan
(New York: Oxford, 1984)
Chapter 22: "Karachi-'Pakistan Zindabad' 1947"

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APPENDIX III: PAKISTAN TRIP SLIDES: Listing

A 1 -
A 2 The Friday market in Islamabad-- artificial but eclectic--rugs
A 3 The Friday Market in Islamabad-- spice merchant
A 4 The Friday Market i. Islamabad
A 5 Holiday Inn- Islamabad
A 6 Holiday Inn- Islamabad
A 7 Melody Market- behind Holiday Inn
A 8 Monsoon Rains and runoff- Islamabad
A 9 Faisal Mosque and Margalla Hills in background
A10 Faisal Mosque
A11 Faisal Mosque- removing shoes to enter mosque
A12 Faisal Mosque- angles
A13 Faisal Mosque- interior- chandelier from China
A14 Faisal Mosque- exterior
A15 Faisal Mosque- Zia al Huq grave
A16 Faisal Mosque- Zia al Huq grave
A17 Faisal Mosque- Zia al Huq grave
A18 Kent Farnsworth- water filtration chores
A19 Bill- shalwar kameez
A20 Melody Market- Gents tailoring
A21 Melody Market- the square
A22 Bus Stop- Melody Market
A23 Golra Sharif Shrine- bread makers
A24 Golra Sharif Shrine- bread makers
A25 children outside Golra Shrine
A26 Golra Sharif Shrine and Mosque
A27 Golra Sharif Mosque
A28 Grave inside shrine
A29 Mosque interior
A30 Grave site- Golra Sharif
A31 Shrine- Golra Sharif
A32 Tea with Sufi master
A33 Zero Point in the Blue Area--Islamabad
A34 Bus Stop- Melody market
A35 Shoe Repairs, Melody market
A36 Watch salesman, Melody market
A37 Rooftop looking toward Margalla Hills
A38 Rooftop looking toward Melody market
A39 Rooftop looking toward Melody market
B 1 -
B 2 Faisal Mosque from Margalla Hills
B 3 Grid of Islamabad from Margalla Hills
B 4 Shooting Game- Margalla Hills
B 5 Decorated bus- Margalla hills
B 6 Sidewalk Baker-- Melody Market
B 7 Portrait of Jinnah-- National Academy of Arts and Letters
B 8 Taxila- Saeed and Dr. A.H. Dani
B 9 Dr. Dani leads the group
B10 Jaulian Monastery- Taxila- 200AD
B11 Jaulian Monastery- Taxila- court and trees
B12 Jaulian Monastery

B12 Jaulian Monastery
B13 Buddhas- Jaulian Monastery
B14 Buddhas-- cloth folds- -Jaulian Monastery
B15 Jaulian Monastery
B16 Jaulian Monastery
B17 Bill at Jaulian Monastery
B18 Children at base of Jaulian Monastery
B19 Mosque at base of Jaulian Monastery
B20 chowpas at snack bar- base of Jaulian Monastery
B21 Jaulian Monastery
B22 Jandial Temple, Taxila mid second century BC by Bacterian Greeks
B23 Main Street- Sirkap Taxila 200BC- 80 AD
B24 Sirkap- city layout
B25 Stonecutters-- Taxila
B26 Looking out of Taxila Museum- to gardens
B27 Corn for sale on road- near Murree
B28 Bus on the road to Murree
B29 Corn for sale on road- near Murree
B30 Tea Stop on road near Murree
B31 near Governor's House Nathiagali
B32 summer cottage- Nathiagali
B33 Hills near Nathiagali
B34 Road outpost near Nathiagali
B35 Road scene near Nathiagali- Abbotabad
B36 Bust stop near Abbotabad
B37 View from hotel room Abbotabad- movie has let out

C 1 -
C 2 lawn, Assist Commissioner's Office, Abbotabad
C 3 Asst Comm, Saeed Shafquat, Abbotabad
C 4 chapetta making--Abbotabad
C 5 PUFFER- provincial forces irregulars Abbotabad- painting at parade ground
C 6 chapel in cantonment area, Abbotabad
C 7 cottage in cantonment area, Abbotabad
C 8 chapel in cantonment area, abbotabad
C 9 Abbotabad, street scene- women's jail sign, turbans
C10 Camels on road
C11 hill farming north of Abbotabad
C12 hill farm goat grazing trails
C13 hill country
C14 hill country, terraced farming
C15 dealing with the mud and coaster
C16 tributary flowing into the Indus
C17 monument at Besham, beginning of Karakoram Highway to CH
C18 Indus River at Besham
C19 monument at Besham
C20 touching the Indus, Besham
C21 mountain river
C22 driving the river gorges
C23 snap points-- on the drive
C24 Ismaili efficiency- Serena hotel- Saidu Sharif
C25 Swat River Valley

C26 Beehives in the Swat Valley
C27 Coaster and van- Wajis Tours
C28 tea and meeting with Abdul Wali Kahn
C29 Wali Kahn in discussion
C30 Wali and Mrs. Kahn
C31 Wali Kahns w/Saeed
C32 Wali Kahn home, Swat valley
C33 Kahn home
C34 Kahn home
C35 Swat River, Kahn home

D 1 Bahrein
D 2 Bahrein- market area
D 3 Street scene- Bahrein
D 4 Street scene- Bahrein
D 5 Truck and women in veil- Bahrein
D 6 Merchant- sold Swati hats- Bahrein
D 7 on the road north of Bahrein
D 8 suspended bridge- north of Bahrein
D 9 upper Swat river
D10 suspension bridge- upper Swat
D11 hiking- Ushu above Kalam
D12 valley views from Kalam
D13 valley views Kalam
D14 views-Kalam
D15 nut merchant- Kalam
D16 miller's wheel- Kalam
D17 mill ra;ce- Kalam
D18 chowpas on the mill race- Kalam
D19 Tourist Motel- Kalam
D20 morning cricket Kalam
D21 waterfalls and undergound house- Swat
D22 underground shed w/dirt roof upper Swat
D23 bridge at Ushu
D24 guard for hike with Kalnishnikov discreetly covered
D25 guard at Ushu
D26 hiking near Ushu glacier
D27 hiking above Ushu
D28 Ushu glacier
D29 trekking in upper Swat above Ushu
D30 Shah Jahan- upper Swat
D31 add on hike- live in summer caves
D32 goats in summer pasture
D33 goat above Ushu
D34 at rest hut on Ushu hike
D35 Cricket match above Ushu
D36 cemetery above Kalam
D37 mountain clouds- Kalam
D38 mountain clouds- Kalam

E 1 meat market- Kalam
E 2 downtown Kalam
E 3 on the road near Kalam
E 4 on the road near Kalam

E 5 traditional stop for tea on the road to Peshawar
E 6 Peshawar- note on guns at Pearl Continental
E 7 Because Berouge- artisans workshop
E 8 Khyber Bazaar, old city Peshawar
E 9 Khyber Bazaar, old city Peshawar
E10 Blanket merchant- old city Peshawar
E11 merchants- Peshawar
E12 Peshawar old city
E13 Jewelers row- Andar Shah Bazaar
E14 Because Berouge entryway in Peshawar-old city
E15 fort on road to Khyber pass
E16 Jamrud fort at entrance to Khyber Pass road
E17 driving up the pass
E18 our guards at a rest stop in Khyber pass
E19 entering Khyber Pass looking toward Pakistani side
E20 Shagai fort in Khyber pass
E21 in the pass
E22 in the pass railroad tunnel in distance\
E23 decorated truck along the way\
E24 Pass Khyber
E25 Khyber Pass
E26 cutback roads, Khyber Pass
E27 truck stop on Pakistani side of Khyber Pass
E28 driving back up the pass
E29 briefing Khyber Rifles Regimental HQ
E30 artifacts of incoming from Afghanistan
E31 regimental headquarters- Khyber rifles
E32 scene in Khyber Pass
E33 drug baron's house/complex
E34 durg baron's complex
E35 mud houses- khyber area
E36 fort in pass
E37 fort (Churchill outpost?)

F 1 -
F 2 riding jitney back from Dacaar, after Khyber trip
F 3 church in Peshawar- attended St. John's church
F 4 St. John's church
F 5 Peshawar Museum
F 6 old city Peshawar
F 7 Gor Khatri- sikh temple
F 8 Cunningham clock tower from Chowk Yadgar
F 9 looking into gold sellers bazaar from Chowk Yadgar
F10 Mahabat Kahn Mosque built 1670
F11 inner courtyard old city Peshawar
F12 Movie billboard Peshawar
F13 Street scene- Peshawar
F14 Foreigners Bar- Pearl Continental Peshawar
F15 bullock carts
F16 library with old Qurans- Bahawalpur
F17 new children's library- Bahawalpur
F18 Farawa Chowk- Bahawalpur
F19 gas by hand pump- near Bahawalpur
F20 13th-14th tombs in Uch from Multan

F21 children at tombs- Uch
F22 Tomb of Bibi Jawindi 1403
F23 tomb- Uch
F24 tomb Uch
F25 tomb Uch
F26 adjoining homes to tombs- Uch
F27 villagers arrive in celebration Tomb of JHalaluddin Surkh Bukhari
F28 tomb of Bukhari
F29 inside tomb
F30 villagers dancing outside tomb
F31 mosque and tomb- Bahawalpur
F32 tomb adjoining- Bahawalpur
F33 mosque Bahawalpur
F34 inside mosque
F35 paying respects at tombs
F36 tomb under construction
F37 tomb
F38 tomb of Rukn e Alam-- Multan--restored

G 1 -
G 2 Multan pottery- apprentices training
G 3 under construction- Multan
G 4 downtown Multan
G 5 street scene Multan
G 6 vendors- Multan
G 7 Lohari gate- Lahore
G 8 sidewalk food Lahore- old city
G 9 cloth merchants Lahore old city
G10 Wazir Khan mosque (1634)
G11 riding jitney in monsoon rain
G12 Badshahi mosque 1674
G13 Badshahi- Lahore Pact
G14 red fort scene from Badsashi
G15 Badchahi
G16 minaret- Badshahi
G17 fields of play on a Friday
G18 removing shoes going into Badshahi
G19 inside the Lahore fort Akbar began building in 1540's looking back at Alamgiri gate
G20 Jahangir's quadrangle
G21 Court of Shish Mahal- Palace of mirrors
G22 view of wall of fort from inside- looking toward river
G23 Court of Shich Mahal- Palace of mirrors
G24 Lahore Museum opened 1894 Kipling father curator
G25 Lahore Museum
G26 Zam-zama cannon- whoever holds it holds Punjab
G27 Shalimar Gardens- built by Shah Jahan in 1642 as pleasure garden for royal household
G28 Shalimar
G29 Shalimar
G30 Shalimar
G31 chess players- Shalimar
G32 Shalimar

G33 families at Shalimar
G34 Jinnah Garden and provincial library Lahore
G35 Charing Cross on the Mall Lahore
G36 Bhutto statement- Charing Cross Lahore
G37 Street scene on the Mall, Lahore
G38 Provincial Courts- Lahore-- Bhutto trial

H 1 -
H 2 Bookstore Logo- the mall Lahore
H 3 Guards for drive-- Quetta
H 4 on the road to Kalat from Quetta
H 5 dry land- army poster- Quetta
H 6 Lak Pass
H 7 fort on Lak Pass
H 8 coming down out of Lak pass
H 9 rural mosque Baluchistan
H10 PAPER school Mastung
H11 PAPER school
H12 the bus--
H13 Prince's house- Kalat
H14 view from prince's house kalat
H15 Prince's house Kalat
H16 Deputy Commissioner and Prince grandson debate land reform
H17 Prince's mosque
H18 guards at Prince's home
H19 on the road Baluchistan
H20 sheep market- on the road to Ziarat 8000 ft
H21 roadside mosque for prayers Baluchistan
H22 Bedoin tents- Ba;luchistan
H23 Jinnah's hosue "Residency" built in 1882
H24 Jinnah's house
H25 Jinnah's house w/ me
H26 Jinnah's house
H27 Serena Quetta
H28 Serena Quetta
H29 Serena Quetta
H30 view of Gymnaka club, cricket pitch, from Sheraton Karachi
H31 Street scene near Saddar Bazaar Karachi
H32 Street scene near Saddar Bazaar
H33 Empress market
H34 Women's police station
H35 Sheraton entrance
H36 bus- Karachi\
H37 carriage ride- Karachi
H38 carriage ride Karachi
H39 taxi line Karachi

I 1 Moenjodaro
I 2 Mr. Dean- site of old well- elliptical
I 3 Moenjodaro- bricks
I 4 Moenjodaro- stupa in distance
I 5 Moen-
I 6 Moen- looking into distance- 1/4 excavated
I 7 three levels of bricks- new cities

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I 8 wells-- excavations, three levels
I 9 looking down an alley
I10 the main street of bazaar- times past
I11 Murtaza Bhutto's house- Larkana
I12 Bhutto tombs- Larkana Bhutto and Murtaza pictures
I13 Bhutto tombs
I14 tomb of Ali Bhutto
I15 street dentists Karachi
I16 movie billboards, Jinnah Road Karachi
I17 rug repair- Karachi
I18 Holy Trinity Church Karachi
I19 Makli Hill site of million graves- used for over 1000 years
I20 tombs Tughril Beg Tarkhan 1679
I21 Moenjodaro
I22 Moenjodaro
I23 Chaukundi tombs 15th-19th
I24 Chaukundi tombs
I25 Thatta Shah Jahan Mosque 1647
I26 Chaukundi tombs information
I27 Thatta mosque
I28 Thatta mosque
I29 Thatta mosque\
I30 Dome, Thatta Mosque
I31 Thatta mosque
I32 interested schoolboys- Thatta mosque
I33 Garlands for sale- Empress market
I34 water buffaloes on way to Hyderbad
I35 bullock cart
I36 back alleys Larkana
I37 view from hotel room- Karachi

J 1 -
J 2 mosque on road to Hyderabad
J 3 "technical stop" on road to Hyderabad
J 4 University of Sind museum
J 5 bazaar Hyderabad
J 6 carrying water Hyderabad bazaar
J 7 Hyderabad bazaar
J 8 gift of cloth, merchant, Hyderabad bazaar
J 9 hand work, bazaar, Hyderabad
J10 bazaar Hyderabad
J11 girl with parrots
J12 street scene Hyderabad
J13 police tank- near MQM headquarters Hyderabad
J14 museum Sind still-life
J15 museum pottry
J16 plow- Sind museum
J17 museum working loom
J18 Indus at flood- fishermen out
J19 wrapping packages for mail Karachi
J20 sealing packages for maiol Karachi
J21 fishing boats Karachi
J22 fishing boats Karachi
J23 prawn for sale- fish market Karachi

J24 bus scene- Karachi
J25 Merriweather monument- Karachi
J26 street scene- Karachi
J27 auto repairs- Karachi axels [sic]
J28 inside of bus
J29 washing place Karachi
J30 washing place Karachi
J31 washing place Karachi
J32 Jinnah Tomb
J33 Jinnah tomb
J34 Jinnah tomb
J35 boys at Jinnah tomb
J36 writer of letters- Karachi streetside
J37 Empress Market
J38 birds for sale- behind Empress market